

BOWMAN HIGH
1318 Bowman Branch Highway
Bowman, South Carolina 29018

GRADES 6-12 Middle School

ENROLLMENT 413 Students

PRINCIPAL Brenda Bell Jamison 803-829-2873

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	26	14

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

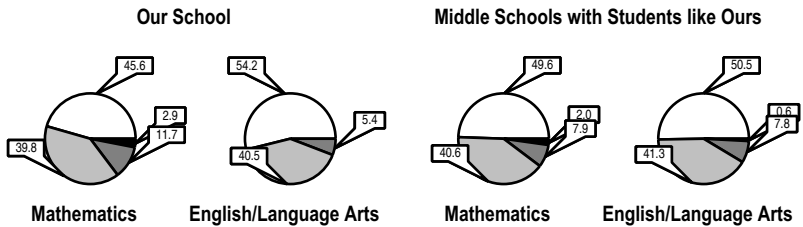
SOUTH CAROLINA PERFORMANCE GOAL




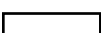
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	47	19
Percent satisfied with learning environment	48.4%	59.1%	52.6%
Percent satisfied with social and physical environment	40.6%	69.6%	52.6%
Percent satisfied with home-school relations	39.3%	73.9%	63.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	185	98.4	54.2	40.5	5.4	N/A	5.4	17.6
Gender								
Male	114	97.4	59.8	36.3	3.9	N/A	3.9	17.6
Female	71	100.0	45.5	47.0	7.6	N/A	7.6	17.6
Racial/Ethnic Group								
White	11	100.0	20.0	40.0	40.0	N/A	40.0	17.6
African-American	172	98.3	56.4	40.4	3.2	N/A	3.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	151	99.3	52.9	40.4	6.6	N/A	6.6	17.6
Disabled	34	94.1	59.4	40.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	185	98.4	54.2	40.5	5.4	N/A	5.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	185	98.4	54.2	40.5	5.4	N/A	5.4	17.6
Socio-Economic Status								
Subsidized meals	159	98.1	54.1	42.5	3.4	N/A	3.4	17.6
Full-pay meals	23	100.0	54.5	27.3	18.2	N/A	18.2	17.6

Mathematics								
All students	185	100.0	45.6	39.8	11.7	2.9	14.6	15.5
Gender								
Male	114	100.0	49.5	41.9	5.7	2.9	8.6	15.5
Female	71	100.0	39.4	36.4	21.2	3.0	24.2	15.5
Racial/Ethnic Group								
White	11	100.0	N/A	70.0	30.0	N/A	30.0	15.5
African-American	172	100.0	47.8	38.4	10.7	3.1	13.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	151	100.0	40.9	41.6	13.9	3.6	17.5	15.5
Disabled	34	100.0	64.7	32.4	2.9	N/A	2.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	185	100.0	45.6	39.8	11.7	2.9	14.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	185	100.0	45.6	39.8	11.7	2.9	14.6	15.5
Socio-Economic Status								
Subsidized meals	159	100.0	47.7	38.3	11.4	2.7	14.1	15.5
Full-pay meals	23	100.0	31.8	50.0	13.6	4.5	18.2	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	61	N/A	48.2	44.6	7.1	N/A	7.1
	Grade 7	57	N/A	53.7	35.2	9.3	1.9	11.1
	Grade 8	52	N/A	53.2	38.3	6.4	2.1	8.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	59	98.3	46.2	48.1	5.8	N/A	5.8
	Grade 7	62	100.0	60.7	37.5	1.8	N/A	1.8
	Grade 8	64	96.9	55.0	36.7	8.3	N/A	8.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	61	N/A	49.1	38.6	12.3	N/A	12.3
	Grade 7	57	N/A	68.5	25.9	3.7	1.9	5.6
	Grade 8	52	N/A	67.3	28.6	4.1	N/A	4.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	59	100.0	34.0	45.3	17.0	3.8	20.8
	Grade 7	62	100.0	48.2	35.7	14.3	1.8	16.1
	Grade 8	64	100.0	53.2	38.7	4.8	3.2	8.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 413)				
Students enrolled in high school credit courses (grades 7 & 8)	3.2%	Down from 3.4%	7.2%	14.4%
Retention rate	N/A	N/A	3.9%	2.3%
Attendance rate	95.4%	Down from 95.8%	94.6%	95.2%
Eligible for gifted and talented	1.9%	Up from 0.6%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.9%	Up from 15.6%	16.6%	14.1%
Older than usual for grade	11.1%	Up from 10.5%	9.7%	4.9%
Suspended or expelled	0.7%	Down from 6.9%	1.4%	1.3%
Annual dropout rate	0.0%	Down from 0.7%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	58.3%	Up from 50.0%	42.6%	47.1%
Continuing contract teachers	75.0%	Up from 70.0%	76.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.2%	Down from 81.7%	78.2%	84.3%
Teacher attendance rate	94.6%	Down from 96.8%	94.6%	95.0%
Average teacher salary	\$41,257	Down 2.4%	\$38,389	\$39,924
Prof. development days/teacher	11.6 days	Up from 6.3 days	11.3 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	7.5 to 1	Down from 22.4 to 1	18.6 to 1	21.0 to 1
Prime instructional time	88.2%	Down from 91.7%	86.7%	88.9%
Dollars spent per pupil*	\$6,979	Up 12.3%	\$6,596	\$5,854
Percent spent on teacher salaries*	54.6%	Down from 55.9%	58.8%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.5%	Down from 96.2%	85.8%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bowman Middle/High School is a rural Title I school. The school is comprised of approximately 454 students with 202 students in grades 6-8 and 252 students in grades 9-12. The student body is composed of approximately 97% African-American and 3% white. The faculty is made up of educators who strive to create an environment where all students can excel.

Approximately 90 students in grades 6-8 are on Academic Improvement Plans (AIPS) as required by the State Department of Education for students performing below grade level in math and/or English/language arts on the Palmetto Achievement Challenge Test (PACT). Middle School students on AIPS receive extended instruction during the day as well as during after-school programs. A homework center is also available for students who need extra assistance.

Our school-wide goals are to improve students' academic achievement and prepare students for higher education. Career planning helps students choose appropriate post-secondary education to meet their goals. We encourage students to acquire occupational skills to better equip them to successfully enter the job market. Specialized career training is available to students at the district Technology Center located in Orangeburg. Students participate in service learning and school-to-work activities.

The administration, faculty, and staff continuously strive to improve the academic achievement of all students, to increase parental participation and community involvement, and to provide a student-centered learning environment. Programs have been implemented to provide students with academic success: Accelerated Reader, Accelerated Math, Skills Tutorial, PLATO, STAR Reading, and Kaplan SAT Prep. Computer labs assist with learning by providing students with access to current technology. Parents are encouraged to remain involved through quarterly parent-teacher conferences, advisory council meetings, school improvement council meetings, parent night activities, and volunteer programs.

As a part of our reform efforts, the school has implemented ongoing staff development. Curriculum Mapping, Differentiated Classroom Instruction, Writing Across the Curriculum, and a revised school-wide Reading Renaissance program are some of the strategies we have initiated.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.